

BATESBURG-LEESVILLE MIDDLE

425 Shealy Road
Batesburg-Leesville, SC 29006

GRADES 6-8 Middle School

ENROLLMENT 571 Students

PRINCIPAL Bert Smith 803-532-3831

SUPERINTENDENT Dr. William Gummerson 803-532-4423

BOARD CHAIR Randy Fox 803-532-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	22	8	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	No

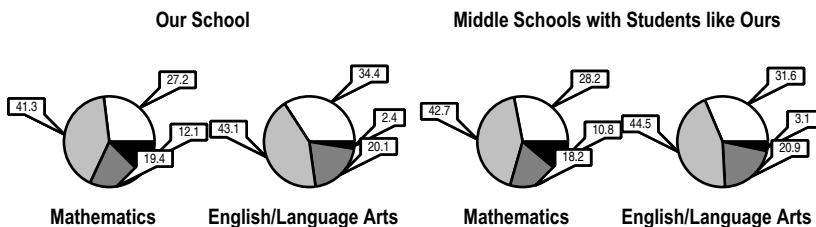
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	550	100.0	34.4	43.1	20.1	2.4	30.3	Yes	Yes
Gender									
Male	297	100.0	39.9	42.0	16.0	2.1	25.0		
Female	253	100.0	28.0	44.4	24.8	2.8	36.4		
Racial/Ethnic Group									
White	293	100.0	21.8	46.0	28.1	4.2	42.1	Yes	Yes
African-American	245	100.0	49.4	39.0	11.2	0.4	17.0	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	450	100.0	27.5	45.9	23.6	2.9	35.4		
Disabled	100	100.0	67.0	29.8	3.2	0.0	6.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	550	100.0	34.4	43.1	20.1	2.4	30.3		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	546	100.0	34.1	43.3	20.2	2.4	30.5		
Socio-Economic Status									
Subsidized meals	310	100.0	48.8	38.5	12.0	0.7	17.6	Yes	Yes
Full-pay meals	240	100.0	16.0	48.9	30.4	4.6	46.4		

Mathematics - State Performance Objective = 15.5%									
All Students	549	100.0	27.2	41.3	19.4	12.1	42.3	Yes	Yes
Gender									
Male	296	100.0	28.9	41.1	17.1	12.9	41.8		
Female	253	100.0	25.2	41.6	22.0	11.2	42.8		
Racial/Ethnic Group									
White	293	100.0	17.5	38.9	24.6	18.9	55.8	Yes	Yes
African American	244	100.0	40.0	42.9	13.8	3.3	25.0	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	450	100.0	19.4	44.1	22.1	14.4	48.6		
Disabled	99	100.0	64.5	28.0	6.5	1.1	11.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	549	100.0	27.2	41.3	19.4	12.1	42.3		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	545	100.0	27.4	41.1	19.3	12.2	42.2		
Socio-Economic Status									
Subsidized meals	309	100.0	37.0	46.3	12.0	4.7	26.7	Yes	Yes
Full-pay meals	240	100.0	14.8	35.0	28.7	21.5	62.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	198	99.5	45.2	40.3	11.8	2.7	14.5
	Grade 7	177	99.4	32.3	41.0	26.1	0.6	26.7
	Grade 8	167	99.4	46.3	34.4	16.3	3.1	19.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	192	100.0	42.1	35.3	22.1	0.5	22.6
	Grade 7	186	100.0	31.5	53.8	12.0	2.7	14.7
	Grade 8	172	100.0	30.2	40.8	24.9	4.1	29.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	198	100.0	30.5	38.5	17.1	13.9	31.0
	Grade 7	177	100.0	34.6	35.2	16.0	14.2	30.2
	Grade 8	167	100.0	38.1	35.6	18.1	8.1	26.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	192	100.0	24.2	37.4	25.8	12.6	38.4
	Grade 7	186	100.0	29.0	41.0	13.1	16.9	30.1
	Grade 8	172	100.0	29.0	48.5	16.6	5.9	22.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 571)				
Students enrolled in high school credit courses (grades 7 & 8)	12.9%	Down from 16.9%	12.6%	14.6%
Retention rate	3.1%	Up from 1.8%	3.3%	3.0%
Attendance rate	95.4%	Up from 95.3%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.0%		6.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.0%		5.7%	5.3%
Eligible for gifted and talented	21.3%	Down from 21.8%	16.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.8%	Up from 14.4%	14.7%	13.9%
Older than usual for grade	5.8%	Up from 5.5%	4.2%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Down from 2.1%	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	51.4%	Up from 45.9%	45.2%	48.7%
Continuing contract teachers	97.3%	Up from 91.9%	85.7%	81.7%
Highly qualified teachers**	92.9%	N/A	91.7%	90.4%
Teachers with emergency or provisional certificates	0.0%		4.8%	5.3%
Teachers returning from previous year	94.0%	Up from 91.0%	86.1%	85.1%
Teacher attendance rate	95.1%	Up from 94.2%	95.1%	94.8%
Average teacher salary	\$42,621	Up 5.6%	\$39,836	\$40,566
Prof. development days/teacher	5.1 days	Down from 5.2 days	11.0 days	11.0 days

School				
Principal's years at school	8.0	Up from 7.0	3.0	3.3
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.7 to 1	21.0 to 1	21.3 to 1
Prime instructional time	87.7%	Up from 87.4%	89.0%	89.3%
Dollars spent per pupil*	\$6,725	Down 2.0%	\$5,656	\$5,821
Percent of expenditures for teacher salaries*	59.9%	Up from 57.7%	60.8%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.2%	Up from 86.3%	94.9%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Batesburg-Leesville Middle School (BLMS) had a good year in 2003-2004. Our students and staff continue with the Panther tradition, striving for excellence both in and out of the classroom.

We had twelve students named as South Carolina Junior Scholars. This is a very good number of students to receive this reward for a school of our size.

Students participated in a variety of service learning projects, including "Adopt-A-Highway," Pennies for Patients, March of Dimes, Meals on Wheels, Pull for the Ronald McDonald House, Relay for Life, Box Tops for Education, and reading to elementary students.

Approximately sixty students were served in the After school program, through a 21st Century Community Learning Center Grant.

The school newspaper, The Panther Press received an award for being one of the best middle school newspapers in South Carolina.

BLMS also had several teachers to win prestigious awards.

Students from Batesburg-Leesville Middle School were also very active in extra-curricular activities. The band, chorus, and cheerleaders all participated in a number of contests, earning excellent ratings. Our basketball teams had successful seasons. We had students that participated in marching band, varsity cross-country, volleyball, track and field, baseball, softball, and golf.

Even though we have improved over last year, BLMS still has a high number of students scoring in the "Below Basic" category on the PACT.

Plans for 2004-2005 include the continued utilization of the semester long PLATO course for students on academic plans. Reading will also be a big focus for the coming years. In the spring of 2004, teachers and administrators from each school met to select textbooks and materials designed to give students a common reading instruction methodology for all grade levels. Students will also have access to remediation efforts both before and after school. These efforts will utilize one on one tutoring, PLATO, and Skillstutor learning systems. Teachers will continue to be given daily common planning time within grade levels, and a common time to plan vertically has been built into the district calendar.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	153	113
Percent satisfied with learning environment	91.9%	67.5%	74.3%
Percent satisfied with social and physical environment	100.0%	69.5%	68.5%
Percent satisfied with home-school relations	75.7%	83.3%	60.7%

*Only students at the highest middle school grade level at this school and their parents were included.